

Mission Statement

Comprehensive Needs Assessment

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Needs Assessment Overview

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Galena Park High School completed the Campus Needs Assessment process in April 2022. The following teachers volunteered to chair the multiple measures of data committees listed next to their names:

Processes & Programs - Kayla Daughtery, Mary Kellner, and Daniel Ponce

Student Learning - Cynthia Tenaglio and Anastasia Fress

Demographics - Andree Torres and Elissa Richey

Perceptions - Erika Gonzalez and Kurt Bouillion.

Needs assessment committees reviewed data found in this google folder: <https://drive.google.com/drive/folders/1rAQN-fAHSZDOgjajIvT8WNB0JIIIWM6p?usp=sharing>.

Demographics

Equity and Access

Galena Park High School is a Title I campus with a diverse staff of teachers who work diligently to provide rigorous, meaningful instruction in order to promote a high level of learning in a positive environment. As a Title I school, the majority of our students are at-risk and economically disadvantaged. During the 21-22 school year, which is the most recent data available, our student body was made up of 1,734 students. The ethnic distribution is as follows: African American, 2%; Hispanic, 93.8%; White, 2.4%; American Indian, 0.4%; Asian, 0.1%; and 2 or more races, 0.2%. Of the 1734 students, 89.8% were classified as economically disadvantaged. Furthermore, 23.6% of our students were served through an ESL program, 16.8% received Gifted & Talented education, and 0.0% of students were serviced through Special Education.

GPHS is committed to academics and preparing students in the areas of

Student Learning

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Rtqdn g o "Uvcvg o gpv"7< Increase test scores in academic areas of achievement. **Tqqv"Ecwug**< scores in TSIA, ACT, SAT and EOC scores

Rtqdn g o "Uvcvg o gpv"8< Increase CCMR and college readiness in all students. **Tqqv"Ecwug**< low college readiness in seniors

School Processes & Programs

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Galena Park High School's staff and administration will ensure students of all grade levels are taking the appropriate steps to become college, career, and military ready.

According to the most recent data (2021-2022 school year), GPHS met campus goals. First, the CCMR percentage increased overall. Secondly, the number of students who hold an industry-based certificate increased. Lastly, there was an increase in special education students receiving advanced degrees.

Additionally, GPHS offers a v

Perceptions

Object

While maintaining focus on the health, wellness, and safety of our school community this year we have gradually transitioned to a normal school culture for the very much anticipated 2021-2022 school year. The committee has determined that administrative oversight that strongly encourages its faculty to monitor student attendance and encourages its faculty to make successful contact with the household has been successful this year. The committee is strongly committed to continuing to cultivate previous staff and student activities that cultivated a strong sense of school spirit and involvement.

Decreasing school attendance and increasing school discipline have been addressed through attendance contracts and making successful contact with parents. School discipline was also addressed through the administrative team announcing daily explicit reminders that fighting will not be tolerated and that any students caught fighting on campus will be given heightened school consequences. The committee has also agreed to continue incentives for students to improve their attendance throughout the year. This year we saw how social incentives were effective with seniors. The goal for the 2022-2023 school year is to implement incentives for all grade levels. Moving forward, there should be a continued effort to keep addressing truancy and vaping on campus. In conclusion, the committee agrees that the 2022-2023 school year should continue to focus on community involvement and